



ORTESOL Quarterly

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ORTESOL NEWS

LESLLA Symposium

Scholarships Available

PORTLAND STATE UNIVERSITY

ORTESOL is pleased to announce the funding of 14 scholarships each worth \$125 to cover the cost of registration for the 13th annual LESLLA Symposium, held at Portland State University August 10-12, 2017.

The international Low Educated Second Language and Literacy Acquisition (LESLLA) Symposium brings together researchers and teachers who share an interest in the development of second language skills by adult immigrants with little or no schooling prior to entering the country of entry.

These one-time scholarships will help make attendance at that conference possible for ORTESOL members who have little or no access to professional conference funding from their employer; wish to attend the conference for professional growth; and are current, paid members of ORTESOL.

Preference will be given to members who are presenting or volunteering at the conference and have shown previous service to ORTESOL. Application is available here: <https://goo.gl/pgcKuM>.

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Dear ORTESOL members,

ORTESOL has a packed schedule for spring and summer!

May:

In lieu of a face-to-face Spring Workshop, ORTESOL will be hosting viewing parties across the state to view select recorded sessions from the 2017 TESOL Convention. Stay tuned for updates!

The upcoming BC TEAL Conference is May 4-6, 2017, Vancouver, BC. If you are interested in representing ORTESOL at BC TEAL and receiving a free conference registration (no funding for travel or accommodations will be provided), please email info@ortesol.org with a short explanation of why you want to attend BC TEAL and how you can share what you learned at the conference with other ORTESOL members.

Watch for announcements about our Fall Conference to come out in late May!

June:

ORTESOL is sending one of our Advocacy Co-Chairs, Davida Jordan, to the TESOL Advocacy & Policy summit June 18-20, 2017.

Delpha Thomas's Pivot Workshop, sponsored by ORTESOL, is June 23: visit ortesol.org to register!

August:

The LESLLA Symposium is August 10-12, 2017 at Portland State University: visit pdx.edu/linguistics/leslla to register! ORTESOL is providing 14 \$125 scholarships to attend the conference; visit ortesol.org to learn more and to apply for the scholarships. Application deadline: May 22nd, 2017.

Jen Sacklin
ORTESOL President



Jen Sacklin teaches ESL at Lane Community College. She has an MA-TESOL from PSU and is interested in how identity and social justice intersect in the classroom.

The World Comes Together at TESOL

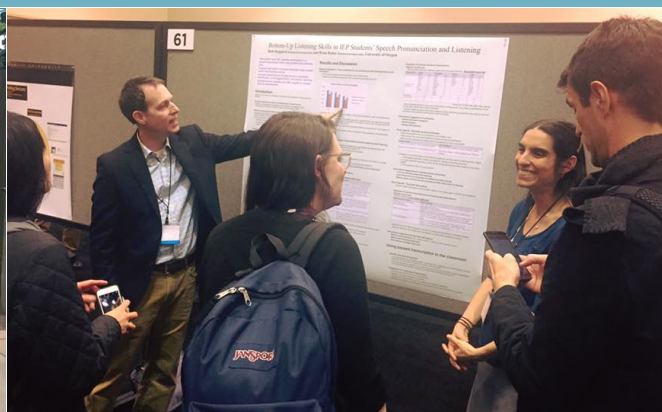
TESOL 2017

International Convention & English Language Expo

21-24 MARCH 2017 • SEATTLE, WASHINGTON, USA



TESOL 2.0: Engage, Enrich, Empower



ORTESOL members made over thirty presentations at the 2017 ORTESOL International Convention on March 21-24 at the Washington State Convention Center in Seattle. Ernesto Hernandez, TESOL Liaison for our state affiliate, organized a great member reunion for ORTESOL members in Seattle on March 23rd. Special thank you to Robin Rogers, Instructor at the American English Institute, for sharing photos to the ORTESOL Facebook page.

TESOL: Video voice-overs

As always, the TESOL conference this year was both inspiring and overwhelming. I had the opportunity to attend many interesting presentations, but my favorite was Video Voiceovers for Fun, Helpful Pronunciation Practice by Lynn Henrichsen. When I first selected this session, I was expecting a demonstration on how to do video voice-overs with sophisticated technology (which always sounds like a great idea in theory, but I rarely end up using it in my classes). However, the activity the speaker demonstrated was simple and clever! He asks students to select 1-minute segments of youtube videos in which we can clearly see the moving mouth of the characters while they talk. It could be a cartoon (some of his students picked scenes from Frozen or The Lion King), a TV commercial, or a movie. Then, students get together in groups depending on the number of characters in the video segment. They also have the option to complete the project by themselves if they find a video with only one character. Students then transcribe the 1-minute segment and mute the video in order to do the voice-over. They have to practice their part several times until their speech aligns with the moving mouths of the characters. While preparing for this simple activity, students will probably practice their "speeches" several times and pay attention to intonation, linking, and other suprasegmentals so that they can produce an acceptable voice-over. I can also see them having a great deal of fun and actually looking forward to performing as well as watching their classmates' presentations!

Contributed by
Luciana Diniz,
ORTESOL Journal Editor

Learning Experiences Outside of the Classroom

Cultural Trips Help Students Connect to Their World

Cultural trips can be a great way for students to take learning outside the classroom. Students get a chance to taste new foods, see different aspects of American culture, and engage in deeper learning.

One way to help students prepare for a trip is preview vocabulary or information related to the site. Even before going to Voodoo Doughnuts in Portland Pathway to English students were given a short article about the history of the shop and why it is popular. Students prepared questions to ask the manager during a short Q&A session. They integrated reading, listening, speaking and other skills as they were experiencing some of Portland's unique culture. Planning Hint: You can even pre-order boxes of doughnuts to help make things run quicker with a large group.



Field trips into the community can also be a great way for students to try new activities, gain confidence and reflect on what they learned. Physical activities could include ice skating, rock climbing or other team activities. They could also include hands-on experiments or tours. OMSI (Oregon Museum of Science & Industry) has interactive learning activities.

This spring, Pathway to English students enjoyed touring the Blueback submarine at OMSI (see image). Some programs also do school visits, including OMSI or the George Fox Star Lab (portable planetarium). How can you make it more than just a field trip or fun afternoon? A few ways to continue learning after cultural trips could include student journals, reflection papers, interviewing others about their experiences, speeches or a creative video or poster. The assignment would depend on the educational objectives and goal of the field trip.

The Pathway to English students used their cultural trips as conversation points with their one-on-one tutors and wrote reflections for their grammar and writing class on the activities they participated in and the places they observed. Planning Hint: The field trip selection could be based on a unit from the textbook, such as "extreme sports" or "science" or done independently.

Oregon provides such a wide-range of cultural trip opportunities from outdoor adventures to educational tours to volunteer engagement to ethnic food experiences. How could one of these experiences fit with your classroom or program goals?



Planning Hint: Many places have free educational tours. Here are just a few in Salem:

- National Guard Aviation Center
- Oregon State Police Academy
- Hallie Ford Museum
- Salem Capitol

Kara Sappington works in administration in the Center for Global Engagement with Corban Language Institute. The CLI has Summer of Success camps and Pathway to English (IELP) that support international students.

Tech Corner: Students Read to Siri

Utilizing Listening Technology to Revise and Edit Papers Read Aloud

BY JULI ACCURSO, LANGUAGE TEACHING M.A. STUDENT

As a Writing Learning Assistant Graduate Employee with Services for Student Athletes, I spend a significant amount of the week helping the U of O's student athletes develop strategies to improve their writing. One of my students recently showed me a trick that she uses; lacking the extra brainpower to comb through her paper for final revisions, she asks Siri or the "Listen" function on Google Translate to read her paper while she listens for cohesion and clarity.

I've incorporated this trick in my tutoring sessions with other student athletes (both native speaking and non-native English speaking) and have received positive feedback. Students easily hear areas in their paper that are wordy or confusing, pause the audio reading, modify their paper, and then continue the audio reading. It's an efficient and effective way to catch problematic areas.

I oftentimes see students complete paper requirements and submit their work before giving it one final read-through; analyzing a paper from start to finish seems like a mountain of a task when one's brain is tired! From my observations, I've found that reducing the students' cognitive load by eliminating reading encourages them to practice one of the final revision steps that they might otherwise skip. I believe this trick is especially helpful for non-native English speaking students, as it allows them to experience their work in a different modality.

When their eyes are tired, their ears may be fresh to identify areas of improvement. Encouraging students to use a dictation tool such as Siri or Google Translate's "Listen" function during their writing process may help improve students' work.

Perspectives of a K-5 Classroom Teacher

The importance of advocating for English Language Learners

BY MICHELE WAGNER, TEACHER IN TROUT LAKE, WASHINGTON

The role of the classroom teacher in supporting English Language Learners (ELLs) is providing them with a high-quality education in the classroom and promoting their cultural and linguistic backgrounds as an asset and not a limitation. Tom Stritikus' action steps reminds teachers that we sometimes are our only student's advocate, "As you develop skills and capacities to meet the needs of English language learners, think about the ways that you might become a leader within your school context. Some of the research literature points to the idea that when teachers are able to build community and connect with each other around strategies and approaches that can best meet the needs of English language learners" (Laureate Education, 2009). In my classroom I use the ESL approach similar to SDAIE, "This involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development" (Reed and Railsback, 2003, p. 13). I am learning that I may be the only certified ESOL teacher in my school; therefore, I need to take the initiative to share with my fellow teachers strategies that I use to help promote effective learning for ELLs.

Teachers also need to advocate and be the voice for their ELLs. If they are lacking resources, staff, or support, they need to speak up. Nothing will change if there is no voice for change. Teachers should support their ELLs throughout the entire school, not just their classroom. I believe it is my role to advocate for ELLs and for an effective ESOL program as a classroom teacher in my school.

Michelle Wagner is a graduate of Western Oregon University (B.A.) & Walden University (M.A. in Curriculum, Instruction & Assessment). This is her fourth year teaching.

Editor's Note: References on page 8.

Perspectives of an English Language Fellow

English Language Teaching in Ethiopia

CHRISTINE NILE, AN ESOL INSTRUCTOR AT CHEMEKETA COMMUNITY COLLEGE AND FORMER ORTESOL BOARD MEMBER, IS CURRENTLY SERVING AS AN ENGLISH LANGUAGE FELLOW IN HAWASSA, ETHIOPIA, TEACHING ACADEMIC WRITING AND SPEAKING TO LAW STUDENTS IN THE LAW DEPARTMENT AT HAWASSA UNIVERSITY, 300 MILES SOUTH OF THE CAPITAL CITY OF ADDIS ABABA.



Teaching in Africa, as an ELF, has been an incredible experience. I highly recommend the English Language Fellow program, through the U.S. State Department, to all ESOL teachers as an opportunity to expand your horizons as an ESOL professional and to have the chance to contribute in a remarkable way to the growth of English language development around the world.

Although teaching law students is my primary responsibility, I am also very involved in other programs: I assist in the training of Ethiopian teachers who are teaching in a program called Access Microscholarship Program, which is a two year program offered to 75 low-income high school students in various cities and countries around the world.

A brand new program just started in my city, so I am privileged to work with the six teachers who are learning all about content-based instruction and innovative ways to teach English. (They are used to "going by the book" here).

I've also been doing teacher training at a local Teacher Training College, helping to institute a local chapter of TESOL (in Ethiopia it is called ELPA: English Language Professional Association) by the name of Hawassa ELPA,

and supporting the creation of new English Language Center on the university campus.

I will have the privilege of attending and presenting at the 2nd annual Africa TESOL conference, which will be held in May in Kigali, Rwanda. Two of my Ethiopian colleagues will be going with me, both co-presenting with me at the conference for two different workshops. They have never had the opportunity to attend a TESOL conference.

It has been a privilege for me to support English teachers around me. They are hungry and eager to learn new ways of teaching. There have been bumps along the way (can I number the ways Ethiopia differs from Oregon?!) but it has been an extremely rewarding experience. I will not be the same kind of English teacher that I was before having this varied experience. If you want to know more about my adventures, read my blog at casanile.us or email me at casanile@gmail.com if you have specific questions.

Christine Nile left for Ethiopia in October of 2016 and continues to serve her ten-month teaching assignment there as an English Language Fellow through the U.S. Department of State.

Teaching Tips

Simultaneous Presentations to Small Groups:

Students present to a small group of classmates who provide feedback

CONTRIBUTED BY WENDY SAGERS, LINFIELD COLLEGE

Students often make presentations in classes that emphasize listening and speaking skills. Some students are so nervous when presenting in front of a class that their speaking ability is compromised.

An alternative type of presentation can be very effective for developing skills for both the presenters and the audience members--simultaneous presentations to small groups. To present this way, students break into small groups or pairs who then spread out through the classroom. One student from each group presents to the other(s) using a laptop or tablet for visual aids. The other group members have evaluation forms that they must complete for each classmate. In addition to a simplified rubric, there is space for "What I liked best about this:" and "Areas to improve:". Each student earns participation points for completing these evaluation forms.

After all the group members have presented, students ask questions and give each other verbal feedback. Time is allowed for students to revise their presentations based on peer comments. The instructor circulates during the presentations to note presenters' strengths and weaknesses. If students have glaring problems that their group feedback does not address, the instructor gives some input.

Then the groups are broken apart and reformed so that no one hears the same presentation from the same classmate twice. The students then present again with another round of feedback and a second chance to revise the presentation. Finally,

the students submit their presentations electronically, hand in notecards, and give the evaluation forms to the instructor.

This format allows students to communicate in pairs or small groups, removing the pressure of talking in front of a large group. Students are more willing to ask questions and give both positive and negative feedback when only one or two others will hear it. Nearly every presenter is more confident the second time through the presentations with greater fluency and eye contact.

Students are more willing to ask questions and give positive and negative feedback when only one or two others will hear it.

Simultaneous presentations to small groups works best when used two or more times during the term. This allows students to become familiar with the format while boosting the confidence of most students. When all students have nearly the same topic, this format works well because students and instructors are not bored by listening to multiple, nearly identical presentations. For large classes, it can also reduce the number of class sessions dedicated to presentations. Have your students present simultaneously to small groups and see the difference it makes.



Wendy Sagers teaches at Linfield College. In her spare time, Wendy enjoys gardening, bicycling, and volunteering.

Teaching Tips

Finishing the Instruction Loop

By Rich Hahn, Oregon State University

Most instructors develop excellent lesson plans early in their careers. However, in my observations, I have found few instructors who complete the lesson plan process with a time of reflection. They sight busy schedules or the need to focus on their students. Teachers are too often forgetting to consider their own performance and the value of self-reflection on professional development. If you have neglected lesson plan reflection, consider the following four-part process.

Step 1: Print the Plan

The starting point is to print a simple lesson plan that states the learning objectives and the basic walk through of the lesson's procedures with space to write notes.

Step 2: Information Gathering, Part 1

The next step requires you to gather information about tasks, directions, lecture, activities, etc. As you work through the lesson with your students, make quick notes about each task or event. Notes can include what went well, what did not go well, and how you might change the task, methodology, or timing in the future. Notes should be quick and short.

Step 3: Information Gathering, Part 2

This next stage is to write/record a short summary of the context of the lesson. This is done after the class is finished and without any explanation of what happened or critical critique – just the facts.

Step 4: Reflection

To finish the instruction loop, instructors should assess the results of their work to determine the effectiveness, limitations, and imperfections of

their plan. Solid reflection can transpire with the four Rs.

Reserve 15 minutes of reflection time for each lesson plan. The time should be with minimal interruptions.

Read your summary of the lesson. This helps you recall the context of the lesson and why certain planned task, lectures, or activities might not have gone as planned.

Review the during-class notes. Don't just focus on the negative. Treat all notes as valuable. Reflection has not yet begun; this should be just a reading through of your notes.

Reflect on your lesson plan and ask why certain elements of the plan worked and why others did not. Ask and try to answer questions about student learning, objectives, tasks, directions, and distractions. Ponder what you could have done to help students

who did not understand directions, lecture, or activities. Review your notes and ask if you could have differentiated instruction more for high and low proficiency students. Could there have been more scaffolding? Could there have been an additional activity/task for those who finished early? Most importantly, what can be learned from this reflection and how will it help shape lesson plans, instruction, and/or methodology in the future?

As the old saying goes: the more reflective you are, the more effective you are. May the reflections of today's lesson empower the creation of tomorrow's.

Reflecting on lesson plans after a class period allows teachers to shape better instruction in the future.

Richard Hahn II is an instructor at INTO-Oregon State University.

Letter from the Editor

Happy Spring, ORTESOL members! Thank you to everyone who contributed articles and photos to the Spring 2017 newsletter. I hope all who attended TESOL 2017 had a fruitful learning experience.

While there weren't an overwhelming number of responses to the Newsletter Reader Survey, the results were pretty clear: you like it! Most of you believe the ORTESOL newsletter is the right length, with about the right frequency (quarterly editions). However, some of you think it might be nice to have shorter newsletters more often (every 2-3 months).

Most of you read the newsletter on a screen rather than in print, but only about a

third of readers sit down with the newsletter and go through cover to cover. Thanks if you've made it this far!

While most of the feedback was positive, I really appreciated hearing the constructive comments, as well. Some future articles that are waiting to be written include: how ORTESOL is advocating for its members, game-based lessons, reviewing research on language and the brain, and professional development.

If you didn't get the chance to take the survey, but want to make sure your voice is heard, here's the link: tinyurl.com/ortesolnews.

I look forward to your contributions for the next issue, coming out in early September.



Enjoy the sunshine!
Warmly,

Erin Maloney
Publications Chair

Next Issue

WHAT WOULD YOU LIKE TO SEE FEATURED? CONTACT NEWSLETTER@ORTESOL.ORG WITH SUGGESTIONS! BETTER YET, SEND ALONG AN ARTICLE & PHOTOS!

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